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ABSTRACT

This practicum was designed to develop transition skills of students with learning disabilities into the community college through a support services program designed to enhance academic and social competencies. A series of instructional sessions (24 hourly sessions) were held separately with 10 first semester college students and 10 graduating high school seniors with learning disabilities. Instruction was given in: (1) understanding one's disability, finding strategies necessary to compensate for it; (2) understanding learning style, promoting self-advocacy, enhancing study skills; and (3) dealing with frustration and low self-esteem, examining alternatives to college. The practicum also developed and implemented a model transition program for college use and developed and implemented a set of easily administered and scored evaluative instruments to identify entering LD students. Evaluation indicated the program exceeded expectations by increasing both academic and social competencies for participants. Appendices provide additional practicum details and include the student questionnaire, a learning style profile, a study habits survey, a social competency checklist, a learning disability questionnaire, a self-advocacy questionnaire, an academic stress survey, a self-esteem inventory, an alternative choices questionnaire, and a student profile format. (Contains 36 references.) (DB)

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Increasing the Success of Learning Disabled High School Students in Their Transition to the Community College Through the Use of Support Services

by

Michael R. Barretti

Cluster 44

A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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This practicum report was submitted by Michael Barretti under the direction of the advisor listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

September 1, 1993

Date of Final Approval of Report

Barry Birnbaum, Ed.D., Advisor

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ABSTRACT

Increasing the Success of Learning Disabled High School Students in Their Transition to the Community College Using Support Services. Barretti, Michael R., 1993: Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Transition/Learning Disabilities/Special Education/

This practicum was designed to increase successful transition skills of students with learning disabilities into the community college through a support services program designed to enhance academic and social competencies. A series of instructional sessions were held with first semester college students and graduating high school seniors to teach them the skills necessary to succeed in a college setting. Instruction was given in understanding one's disability, finding strategies necessary to compensate for it; understanding learning style, promoting self-advocacy, enhancing study skills; dealing with frustration and low self-esteem, and examining alternatives to college.

Evaluation of the data revealed that this program exceeded expectations and was successful in increasing both academic and social competencies for the participants. All of the students who participated benefitted from the experience. They learned to understand and to deal more positively with their disability, increased their compensatory strategies, improved their study skills, and decreased their anxiety about succeeding in college. It also successfully served as an effective bridge between the community college and the secondary school.

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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting for this writer was a community college in a rural county in the Mid-Atlantic region of the Eastern United States. The college provides post secondary education to 2,696 students; 738 are full time students, and 1,958 are part time students. The majority of the students attending the college are county residents who are high school graduates or who have receiveed a general equivalency diploma from the state. The student population is composed of approximately 92% Caucasian students. The remaining 8% is composed of 2% African Americans and 6% Asian American, Hispanic American, Native American, and other students. The sex ratio is 63% female students to 37% male students. The socioeconomic status of the families of the majority of the students is the middle and working class; however, there is also representation from upper middle and lower socioeconomic status families. The county is growing rapidly, and the rural status of the county is changing. This change is due to the migration of many families from a large, nearby city. There are, though, still a significant number of students who come from agricultural families

living in the county for over a generation.

The college offers several different programs. Approximately 55% of the students are enrolled in the general studies program while another 28% are enrolled in career programs. The remaining 17% are enrolled in the Associate of Arts and Sciences, Engineering, Computer Science, Teacher Education. or Business Administration degree programs. Currently, 66% of the newly entering students are enrolled in one of these five degree programs. The college also offers a continuing education program, a displaced homemaker program, and a non-traditional students program. The newest program is the Academic Skills Enhancement program (ASE) for academically challenged students. As of July 1, 1993 the community college which has been a branch of a larger community college located in a neighboring county became an autonomous institution ending its affiliation with its parent institution.

There were two specific populations which were engaged for this practicum. The first was a population of 18 year old college students who have transitioned from one of the five local secondary schools into the college during the 1992-1993 school year and who have been identified by the writer as Learning Disabled (LD). For the purposes of this practicum, LD meant those students who have already been identified by public education or those whose reading or math scores fell below the eighth grade level. These

students did not qualify for enrollment in credit courses or the developmental program but were attending the college through Continuing Education. The second population included in this practicum was composed of 17 and 18 year old high school seniors from the largest of the five secondary schools that send graduated students to the community college. This high school has an enrollment of 2,050 students with 270 of them receiving special education services. The group of students who participated in the practicum were identified, by either the transition coordinator or the special education department head, as community college bound LD students.

Writer's Work Setting and Role

This writer is a NASP certified, school psychologist who holds the degree of Master of Education and Certificate of Advanced study in Education. He is currently employed as an adjunct faculty member of the community college and has been an adjunct since 1987. His duties in that position include providing instruction to students in the department of psychology. The writer has taught the following courses: introduction to psychology, human development, abnormal psychology, educational psychology, and personality theory. He has also taught in the human services career program and has taught human services courses in mental health skills and behavior problems. The writer has also taught a

required explorations in science course. Other than teaching duties, the writer has provided limited school psychological services in the form of individual evaluations for learning disabled students, has recommended strategies to the faculty for teaching these students, and has provided guidance and counseling to those students who requested it. Currently, the writer is using his skills in school psychology to assist the program coordinator for the newly formed Academic Skills Enhancement (ASE) program for academically challenged students and students with moderate Learning Disabilities (LD).

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem was that learning disabled (LD) students who have entered the community college did not demonstrate the academic and social competencies necessary to succeed in a community college program.

Problem Documentation

Evidence for the existence of this problem was supported by interviews with college administration and county officials, perusal of college policies, and current college statistics. During interviews with them, the executive dean, admissions director, and college counselor gave testimony confirming the existence of this problem. They stated that of 570 students who enrolled in the remedial reading program in September, 1992, 90 had dropped as of November, 1992--before the end of the semester. There was an expectation that other students would fail the course at the end of the semester. They indicated that it was not uncommon that students dropped out before completing the remedial or pre-remedial courses. They further indicated that some students repeated these courses unsuccessfully

several times and then dropped out. College policy did not allow students who were taking remedial or pre-remedial courses to advance to credit courses until they have successfully completed the remedial ones.

College statistics gathered from the ASE program coordinator indicated that students identified by low scores on reading and/or math placement tests often did not complete their course of study. There was a great concern the ASE students needed something more than coursework to help them either succeed in the program and be able to register for credit courses or leave the college not feeling a sense of failure and frustration, and with realistic alternatives for their future. She indicated that for the period from September to November, 1992, 7 of 18 students in the ASE program were in jeopardy.

During an interview with the transition coordinator for the county department of vocational rehabilitation, there was great concern expressed that all of the learning disabled adolescents known to her had unrealistic attitudes and expectations about the community college experience as well as an apprehension about frustration and failure in the college program.

Causative Analysis

It is the belief of this writer that there were five causes for the stated problem. The first of these causes related to the current federal legislation. The Individuals

with Disabilities Education Act (IDEA) mandated that comprehensive transition plans be prepared for every LD student leaving secondary school. Unfortunately, that law ceased to apply after the student graduated from high school. As a result, IDEA did not provide for effective case management once the child reached the community college level. Further, there was little to no collaboration between the secondary school and the community college while the student was still in high school.

The second cause also related to the current federal legislation. The Americans with Disabilities Act (ADA) requires that the needs of LD students be addressed in the community college both in terms of accessibility and in terms of reasonable accommodations; it does not provide any funding for these purposes leaving the implementation of service to the budget and the ingenuity of the community college. ADA is a civil rights law, not an educational one, and violations of this law could result in a law suit for the college--should the disabled student choose to pursue it.

The third cause of the problem has been current college policy, itself. The community college has been required to accept any student who has graduated from high school or received a general equivalency high school diploma. Placement decisions have been made solely by test scores earned on college placement tests, not in terms of prior

special education services or transition plan considerations. Students have not been required to disclose to the college either a disability or any prior special education services.

A fourth cause of the problem has been that although the college addressed the academic needs of LD students by providing non-credit remedial coursework, it did not provide supportive, instructional services about understanding disability, compensating for it, improving study skills, advocating for oneself, or increasing self-confidence and self-worth.

The fifth and final cause of the stated problem has been that the community college did not provide specific group or individual counselling services to entering LD students to increase social competencies or deal with the frustration of adjusting to the community college environment.

Relationship of the Problem to the Literature

A review of the literature evidenced that current federal legislation protects the rights of individuals with disabilities and this protection extends to both secondary school and college students. PL93-112, The Rehabilitation Act of 1973, Section 504 is the basic civil rights legislation for disabled individuals which states the following:

> No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program activity receiving federal financial assistance (29. U.S.C., 706[8].

It defines a handicap as "any physical or mental impairment which substantially limits one or more of such person's major life activities, has a record of such an impairment, or is regarded as having such an impairment" (29 U.S.C., 706[8]). This same legislation further states that a program or activity can be defined as "a college, university, or other post-secondary institution or public system of higher education" (U.S.C., 794[2]). The federal government currently includes learning disability under mental handicap and defines it as a disorder in one of the basic psychological processes involved in understanding or using language, spoken or written which disorder can manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations (CEC, 1990).

There have been several court cases which have tested discrimination against individuals with disabilities under PL93-112. In Southeast Community College v Davis (442 U.S. 397, 1979), the Supreme Court ruled that a handicapped person could not be excluded from the college because of a handicap if he was otherwise qualified--meaning that the person met the requirements of the program despite the handicap. In Anderson v University of Wisconsin (665 F.

Supp.1372 [W.D. Wis. 1987 affd. Anderson v University of Wis. 841 F.2d 737 [7th Cir.1988]), the Court noted that an institution should not be required to lower or modify important performance standards to accommodate handicapped individuals. The issue which differentiates handicapped law from other anti-discrimination laws is whether the individual is an "otherwise qualified" handicapped individual, and the courts have used this to differentiate between the removal of physical barriers to task performance and the valid, on the job performance criteria (Hendrickson, 1991).

The culmination of legislation protecting the civil rights of disabled individuals, The Americans with Disabilities Act (ADA), was signed into law by President George Bush on July 26, 1990. This Act lays the foundation of full equality for citizens with disabilities guaranteeing them rights similar to other groups who have experienced discrimination based on religion, race, color, sex, and national origin. ADA prohibits discrimination against individuals with disabilities in private sector employment, state and local government activities, and public accommodations and services. This includes transportation provided by public and private entities and provisions for telecommunication relay devices (NOD, 1990). ADA incorporates many of the standards of its predecessor, PL-93-112, Section 504 (Sampson et al., 1990). It defines a

mental disability as a psychological or mental disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities (Sampson et al., 1990). Title III of ADA specifies that no disabled individual shall be discriminated against in the full and equal enjoyment of the goods, services, facilities, privileges, advantages, and accommodations of any place of public accommodation operated by a private entity (Sampson et al., 1990). Title III, Section 102(b)(33) of ADA also explains that discrimination includes utilization of standards, criteria, or methods of administration that have the effect of discriminating on the basis of disability or perpetuating the discrimination of others who are subject to common administrative control (Sampson et al., 1990). In Section 102 (b)(5), it states that discrimination includes failure by covered entity to make reasonable accommodations to the known physical or mental limitations of a qualified individual with a disability who is an applicant or employee unless the entity can demonstrate that the accommodation imposes undue hardship on the entity (Sampson et al., 1990).

While PL93-112, The Rehabilitation Act, Section 504 applied to all disabled Americans regardless of age; Its counterpart PL94-142, The Education of All Handicapped Children Act applied specifically to children and youth from the ages of 3 to 21 years inclusive (CEC, 1990). PL94-142 was passed into law by President Gerald Ford on November 29,

1975, and it guaranteed the availability of special education programming for all children and youth who needed it (CEC, 1990). PL101-476, The Education of the Handicapped Act Amendment of 1990 signed by President George Bush and passed into law in October, 1990, extended the benefits of PL94-142 and changed its name to The Individual with Disabilities Education Act (IDEA). IDEA requires that a plan for transition be placed in the student's Individualized Education Plan (IEP) by the time he or she is sixteen. Section 602(a) of the Individuals with Disabilities Education Act defines transition services as follows:

> A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post school activities including post-secondary education (20 U.S.C. 140[a]).

It further states that:

> The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, development of employment and other post-school adult objectives...(20 U.S.C. 140[a]).

Federal legislation has guaranteed the educational and civil rights of citizens with disabilities--IDEA protecting the education of children and youth through the 12th grade and ADA protecting civil rights of youth and adults in the community college setting.

With IDEA as its initiative, the literature discussed the need for transition programs to prepare LD secondary

school students for college. Valdiviesco (1991), the Director of the National Information Center for Handicapped Children and Youth, said that one of the most critical times in young peoples' lives was the time when they were making the transition between the world of public school and the world of post secondary education, employment, and, in general, life as an adult. Rusch and Phelps (1987) believed that there is a lack of effort in devising positive and, most of all, effective interventions which would assist disabled individuals to make worthwhile contributions to the society. Shaw et al., (1991) discussed the lack of transitional programs which could help students to become self-sufficient, independent thinkers who could advocate for themselves. Alexander & Rolfe (1991) even suggested a need for a listing of colleges which were sympathetic to the needs of LD secondary school students. Davie (1990) suggested that there was a need for developing programs which would prepare LD secondary school students for entrance into a college. Although there has been a call for programs to assist learning disabled students transition to post-secondary education, the major focus of interest has the preparation of students while they are still in the secondary school (Aune & Johnson, 1992). Adequate transition at the secondary school level required the teamwork of the student, the parent, the school counselor, the rehabilitation counselor, the school psychologist, the

teacher, and a transition case manager to be effective (Aune & Johnson, 1992). Seidenberg & Konigsberg (1991) found that there was a disagreement among secondary school teachers about whether or not they adequately provided LD students with the competencies necessary to enter college. Brandt & Berry (1991) emphasized a need for collaborative effort to transition and support the idea that a transition was not viewed as a bridge with one support in secondary school and the other in the college. They further indicated that transition to the college was a complex process which involved the secondary school, the student, and the institution of higher education (Brandt & Berry, 1991).

There has been little emphasis placed on preparing LD students for functioning in a new environment with unfamiliar demands by utilizing secondary level professionals as well as post-secondary ones to provide follow-up at the college level (Vogel, 1987a). Neubert, Tilson, & Ianacone (1989) stated that transition outcomes needed to be viewed more in terms of academic self sufficiency rather than in terms of one's ability to gain acceptance into a college.

The literature also indicated that for LD students there were both academic and social-personal competencies which needed to be addressed before and after transition. In terms of academic competencies, the literature indicated a lack of training of even high functioning LD students

about their disability and its influence on their cognitive skills (Vogel, 1987a). Brandt & Berry (1991) suggested that LD students lack the skills needed to develop planning, goal setting, academic preparation, and follow up. Simpson (1979) stated that when college failure occurs among LD students it is because of weaknesses in reading comprehension and rate, written language, or mathematics exacerbated by poor study habits, poor organizational skills, and poor time management. Mc Wirther et al. (1990) felt that LD students who were new on the college campus lacked independence and responsibility in academic program advisement and study skills, self-advocacy, and realistic self-knowledge. Davie (1990) suggested that basic needs of LD students preparing for college included awareness of their disability as well as skill development. In terms of social competencies, the literature indicated that LD children, youth, and young adults have significant deficits in social competencies (Swanson & Malone, 1992). Vogel and Fourness (1992) found poor social competencies in learning disabled adults. Schumaker (1992) found poor self-concept and low self-esteem in learning disabled individuals. Dalley et al. (1992) found a substantial amount of depression in individuals with learning disabilities. LD adolescents have experienced years of frustration in the learning environment and may have become handicapped more by poor social skills and inadequate psychosocial adjustment

than by lack of academic skills (Cahn, 1988). In the social arena, the particular deficits of a learning disability throw up barriers to effective peer interaction and may include inappropriate or annoying social behavior (Cahn, 1988). Three problematic areas were ranked as top priorities by LD students; they were social relationships and skills, self-esteem and self-confidence, and overcoming dependence (Skinner & Schenck, 1992). Omizo & Omizo (1988) found that LD adolescents demonstrated more problems in social behavior and peer relationships and were less popular and socially accepted than their classmates. Continuous, repeated experiences of frustration and failure combined with feelings of being inferior to and different from other adolescents could increase the development of low self-esteem and low self-confidence and, that such feelings were based on negative self evaluations (Kish, 1991).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The projected goal of this practicum was to increase the success of LD students who have transitioned into the community college.

Expected Outcomes

The following five outcomes were projected for this practicum.

Outcome #1. By the end of the implementation period, the community college will have a low cost, support services model for increasing the success of LD students.

Outcome #2. By the end of the implementation period, the community college will have a diagnostic model for identifying the needs of entering LD students.

Outcome #3. By the end of the implementation period, LD students will have increased academic competencies by 30% in the following: understanding learning disability, utilizing necessary compensatory strategies to deal with disability, increasing study skills, and understanding and practicing self-advocacy.

Outcome #4. By the end of the implementation period, LD students will have increased social competencies by 30% in

the following: increasing strategies for coping with frustration, decreasing dysfunctional attitudes, and increasing self-worth and self-confidence.

Outcome #5. By the end of the implementation period, students will be able to list three alternatives to attending the community college and will also be able to list three future vocational choices which demonstrate more realistic views.

Measurement of Outcomes

The first and most important outcome of this practicum was that the community college accept and utilize the proposed support services model presented in this practicum as an ongoing part of the transition process for entering LD students. This outcome was difficult to measure quantifiably, and so the acceptance of the support services model by the college as well as its implementation was its measure of success.

The measurement of the second outcome was the compilation and presentation of a set of easily administered, easily scored evaluative instruments which would be used by the college to identify and accommodate the needs of LD students. These instruments included: a student questionnaire (see Appendix A), a learning profiles inventory (see Appendix B), a study habits survey (see Appendix C), and a social competency checklist (see Appendix

D). The measurement of this outcome was to be the ASE program's acceptance and utilization of these tools to be used routinely with each entering LD student.

The third outcome was measured by a pretest, post test difference in defining a learning disability and defining one's own specific disability. The second component of the third outcome was measured by the student's ability to list five strategies for compensating for one's disability (see Appendix E). The third component of the third outcome was measured by the pretest, post test difference on the study habits inventory (see Appendix C) The fourth component of the third outcome was measured by a pretest, post test difference in explaining ADA, explaining how ADA applies to the individual student, and listing three self-advocacy strategies which the student can use at the college (see Appendix F).

The fourth outcome was measured a by a pretest post test difference in defining stress, defining five symptoms of stress, understanding academic areas which cause stress, and listing three effective strategies for coping with frustration and stress the results of a pretest and a post test (see Appendix G). The second component of the fourth outcome was measured by a pretest, post test difference on a self-esteem inventory (see Appendix H).

The fifth outcome was measured by a pretest and a post test difference in which the students would be able to list

three alternatives to attending the community college and three vocational choices which reflect realistic views (see Appendix J).

The final measure of the effectiveness of the support services model would be the compiled results of a log kept for recording data collected during feedback sessions with the LD students at the end of each component of instruction and counseling. This data was testimonial in nature and was included in the analysis of results. Feedback sessions provided qualitative data which was used to evaluate the instructional and counseling components and assist in making modifications to the existing program.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

Learning disabled students who have transitioned into the community college did not demonstrate the academic and social competencies necessary to succeed in a community college program.

The literature offered many possible solutions to this problem of insufficient academic and social skills in LD college students. Rusch and Phelps (1987) believed that there needed to be major effort in devising positive and, most of all, effective interventions which would assist disabled individuals to make worthwhile contributions to the society. Evelo & Price (1991) suggested that programs which would assist learning disabled students transition to post secondary education could increase the chances of college success. Alexander & Rolfe (1991) believed that the careful selection of a college sympathetic to the needs of LD adolescents would help students to find an appropriate post secondary institution. Davie (1990) proposed that teachers use a checklist of skills needed to prepare students for a successful transition into post secondary education. Seidenberg and Koenigsberg (1991) suggested that secondary

school teachers did not adequately provide LD students with the competencies necessary to enter college. Aune and Johnson (1992) suggested multilevel cooperation between secondary and post-secondary education in planning for the needs of LD students. Brandt & Berry (1991) emphasized that a collaborative effort be made among school professionals to support the transition which involves both the secondary school and the college. Vogel (1987a) suggested that post secondary professionals be utilized to aid in transition and follow up on LD students who have come into the college. Cahn (1988) suggested that LD students could benefit from positive experiences with school counselors who were able to address their academic and social transition into college. Mc Wirther et al. (1990) suggested using a program for entering LD college students which would include academic program advisement, study skills training, self-advocacy training, and gaining realistic self-knowledge. Arnold and Czmanski (1991) developed a model for transitioned LD students at Rochester Institute of Technology which focused on assisting students with orientation, self-advocacy, problem-solving, study skills, and letting go.

Another solution which was suggested in the literature was to make use of a special orientation program for entering LD students (Arnold and Czmanski, 1991). An orientation could be held at the community college for LD secondary school students, their parents, and their

mainstream teachers. During that orientation, college bound LD students could attend the college program for a day and discuss their future placement with teachers, parents, and the college staff (Brandt and Berry, 1991). The LD students who had already successfully transitioned into the community college could be matched with an entering LD student who needed some personal interaction to help adjust to the community college. Mentors could also be utilized in aiding newly transitioned students acquire necessary academic and social competencies. Students in the Education Department could be assigned to tutor LD students and could receive practical experience course credit (McWirther et al., 1990).

Description and Justification for Solutions Selected

There are five solutions that this writer chose to solve the stated problem. The writer would make adaptations in the identification of LD students by developing a diagnostic battery of tests to be administered to students with low placement test scores. The writer would develop a low cost, support services model for use by the college which would utilize existing faculty and counseling staff to enhance the academic and social skills of identified LD students. The writer would provide direct instruction and group counselling to an identified group of 18 year old transitioned LD students at the college and an identified group of college bound LD students at the secondary school

in the following areas: understanding learning disability, utilizing necessary compensatory strategies to deal with disability, increasing study skills understanding, and practicing self-advocacy. The writer provided group counseling to the same group of LD students for the following purposes: to increase strategies for coping with frustration, to decrease dysfunctional attitudes, and to increase self-worth and self-confidence. The writer would provide individual counseling with each LD student and focus on developing a realistic view of alternatives to college and more realistic future vocational goals.

There are several reasons why these solutions would be successful. The community college is heavily invested in providing appropriate services to identified LD students in compliance with federal law. The community college is eager to fully implement its ASE program and needs a model from which to provide support services to students in addition to pre-remedial coursework. The community college wants to decrease the drop-out rate of LD students and enhance their successful completion of a course of study. The students, themselves, want to be successful in the program and will be motivated to utilize support services which might increase their competencies and their chances of success.

Report of Action Taken

This practicum took place on two sites. One was the community college and the other the local secondary school. The implementation of this practicum contained several distinct phases which were arbitrarily used to organize and develop the implementation process in a logical and meaningful fashion. These phases were as follows: the initial planning phase, the selection phase which took place during the first month of implementation, the diagnostic/instructional phase which took place for the second through the seventh month of implementation, and an analytic/prescriptive phase which took place during the eighth month of implementation.

During the initial planning phase of the practicum (month 1) planning meetings were held with the ASE program director, the special education department head, and the transition coordinator from the secondary school to explain the proposed practicum and obtain permission to implement. From these meetings the topics of discussion were considered, discussed, and expanded using input from the professionals involved, and a format for direct instruction was developed. Informal diagnostic instruments which were designed by the writer were also discussed as they were to be used to evaluate the needs of each student and provide pretest and post test information about the nature of the individual learning disability.

The selection phase (month 1) included the following procedures: selecting 10 college and 10 secondary school students from a pool of possible students generated by the ASE program coordinator and from the secondary school transition coordinator, obtaining written permission from the student and/or parents to participate in the process, gathering information about each selected student from a review of available student records and from an interview with each student, and participating in the transition meeting held for each of the secondary school students.

The college students were identified by the following criteria: they were either identified or suspected of having a learning disability; they were in their first or second semester at the community college: and they were approximately eighteen years old. The secondary school students were identified by the following criteria: they were diagnosed by the school district as learning disabled, they were receiving special education services, they were in their senior year, and they had expressed an interest in attending the community college. The students from these two pools were asked about their willingness to participate in the practicum and the final selection was made once the students expressed willingness be in the program.
Each of the students was individually interviewed, and the purpose of the practicum was explained. Releases were signed by the students and by their parents when necessary.

The diagnostic/instructional phase (month 2) of the practicum began upon the completion of the selection process. This phase was the heart of the practicum. The selected students met in groups. The college students met for one hour a week on a regular day and time which was chosen by consensus. The secondary school students met for the same amount of time; however, it was decided that the meetings rotate in terms of days and times in order to accommodate their teachers and their schedules. Two sessions were offered each week one in the morning and one in the afternoon. Students could select which meeting they wished to attend depending on the weekly demands of their academic schedules. The diagnostic/instructional phase was 24 hourly sessions of pretesting, direct instruction, discussion, post testing, and feedback. At the beginning of each topic area, a pretest was given to each student.

During the phase of working with one's disability (month 2) the writer conducted one hour of direct instruction and strategic planning with the LD students in clarifying and understanding the concept of a specific learning disability, one hour of instruction in understanding each student's own specific learning disabilities, one hour of instruction understanding learning style, and two hours of instruction in compensating for weaknesses and utilizing one's strengths. The results were measured with a post test at the end of the time period.

In the area of study habits (month 3), three instructional sessions of one hour were held with the students to assist in improving study skills. The results were measured with a post test at the end of the time period. A follow up session was held with the students for feed back and the students were asked to discuss the effectiveness of understanding the concept of disability, understanding one's own disability and using compensatory strategies to deal with one's disability, and improving study skills.

In the area of self-advocacy (month 4), a one hour session of direct instruction was conducted with the LD students concerning the federal laws regarding disabilities. A one hour session of instruction was held about how the law could be used to understand and promote their own rights, and one hour of role play was used to demonstrate the art of self-advocacy. The results were measured by a post test at the end of the time period. A one hour session with the students was then held for feedback and asked the students to discuss the effectiveness of understanding the law, understanding how the term, "disability" applies to them, and using self-advocacy to deal with their needs.

In the area of academic frustration (month 5), the writer focused on issues of coping with frustration in the community college setting. Three one hour sessions were held which had both an instructional and a counseling

orientation. The results were measured with a post test at the end of the time period. An additional hour session was conducted with the students for feedback. The students were asked to discuss the effectiveness of group counseling in coping with the frustrations experienced at the college.

In the area of social skills (month 6), the writer focused the LD students on the issues of self-confidence and self-esteem Three one hour sessions were held which had both an instructional and a counseling orientation. The results were measured with a post test at the end of the time period. An additional hour session was conducted with the students for feedback. The students were asked to discuss the effectiveness of group counseling in improving social skills.

In the area of exploring options (month 7), the writer used two one hour sessions of individual and group counseling and direct instruction to explore realistic educational and vocational options with the students. The results measured with a post test at the end of the time period. The writer then conducted a one hour session with the students for feedback and asked the students to discuss the effectiveness of exploring realistic educational and vocational options with the students.

At the end of the instructional/diagnostic phase of implementation, the writer met with a group of eleventh graders and their parents. These were LD students from the

same local secondary school who were interested in attending the community college. The support services concept was explained to them and participation in the transition program was encouraged during their senior year.

The analytic/prescriptive phase of the implementation (month 8) was the final part of the implementation. It was at the time that the collected data was examined, sorted, analyzed, interpreted, and evaluated. Each student who took part in the implementation was given a profile sheet which summarized each student's needs. It included the following pertinent information: learning style, strengths and weaknesses, strategies for success, necessary accommodations, suggestions for improving study skills, ways to avoid frustration, and suggestions about self-advocacy. Modifications were made in the existing program for future use by the community college and the county secondary schools. Two meetings were held for planning a program at the secondary school and at the college for the following school year.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

There were two general settings for this practicum, one was the community college in which the writer is a faculty member and the other was one of the local senior high schools which provides the college with students. The problem which was solved through this practicum was one which has existed since the implementation of PL 94-142 in the mid 1970's. This problem has existed in many school districts and community colleges. Simply stated, learning disabled students who have transitioned into the community college do not demonstrate the academic and social competencies necessary to succeed in a community college program.

The strategies chosen by this writer to solve this problem involved both the development and implementation of a transition program which could be used at both the secondary school level and community college level to identify learning disabled students, and assist them with programming needs and necessary accommodations to enhance their success at the community college level.

The outcome measures were as follows:

Outcome Measure 1. By the end of the implementation period, the community college will have a low cost, support services model for increasing the success of LD students. The first outcome was achieved. The writer proposed, developed and implemented a model transition program using a maximizing support services for identified and possible LD students placed in the ASE program. This model was implemented during the 1993 spring semester and will be implemented again for the 1993 fall semester. In addition to the regular instruction in reading, writing, and math skills, the students in the ASE program will receive instruction in understanding learning disability, utilizing necessary compensatory strategies to deal with disability, increasing study skills, and understanding and practicing self-advocacy as well as increasing strategies for coping with frustration, decreasing in dysfunctional attitudes, and increasing self-worth and self-confidence. This will be done by the program teacher using the battery of diagnostic instruments developed by the writer for a baseline and using the student profile sheet as a prescription for success. This will be done with the support of the writer. Since this model serves as a bridge between the college and the senior high schools, the program will also be repeated in two of the local high schools, as well. There was a very positive response from the LD students and their parents to

the initial practicum. Parents of LD students from the four other county senior high schools called the college, the senior high school, and the writer and asked that similar programs be placed in the other high schools. As a result of this response the program will be placed in one additional senior high school with the hope of adding one school a year. The secondary school component will enlist the cooperation of secondary school personnel including the transition coordinator, secondary school counselor, special education department head and the writer as a representative of the college. The program will be modified in that the secondary school personnel will do the selection and diagnostic components and the writer will do the instructional, analytic, and prescriptive work. The repetition of the transition program in both the community college and the senior high schools are the measure of

Outcome Measure 2. By the end of the implementation period, the community college will have a diagnostic model for identifying the needs of entering LD students. Outcome 2 was achieved through the development, compilation, and use of a set of easily administered, easily scored diagnostic and evaluative instruments which were used by the writer during implementation and, subsequently, adopted by the ASE program coordinator at the college and the transition coordinator at the local high school to identify and accommodate the needs of college bound LD students. These

instruments included: a student questionnaire (see Appendix A), a learning profiles inventory (see Appendix B), a study habits survey (see Appendix C), a social competency checklist identifying dysfunctional academic attitudes (see Appendix D). an academic stress survey identifying sources of academic frustration (see Appendix G), and a self-esteem inventory (see Appendix H).

Outcome Measure 3. By the end of the implementation period, LD students will have increased academic competencies by 30% in the following: understanding learning disability, utilizing necessary compensatory strategies to deal with disability, increasing study skills, and understanding and practicing self-advocacy. Outcome 3 was achieved and exceeded expectancies. This outcome was divided into four components and each one measured by a pretest, post test difference. For the first component, the 20 participants made an average gain of 50% defining a learning disability and accurately defining each of their own specific disabilities. For the second component, the 20 participants made an average gain of 50% in being able to list five strategies for compensating for their own disabilities on a pretest, post test measure (see Appendix E). For the third component, the ten college students made a 30% average gain while the secondary school students made a 60% average gain on the study habits inventory (see Appendix C) For the fourth component, all 20 participants made a 100% gain in

explaining ADA and 504, explaining how ADA and 504 apply to the individual student, and listing three self-advocacy strategies which could be used at the college on a pretest, post test measure (see Appendix F).

Outcome Measure 4. By the end of the implementation period, LD students will have increased social competencies by 30% in the following: increasing strategies for coping with frustration, decreasing dysfunctional attitudes, and increasing self-worth and self-confidence. The fourth outcome was divided into two components. For the first component the ten college students made an average gain of 30% while the 10 secondary school students made an average gain of 50% in defining stress, defining five symptoms of stress, understanding academic areas which cause them stress, and listing three effective strategies for coping with frustration and stress on a the results of a pretest, post test measure (see Appendix G). For the second component, the 20 participants made an average gain of 30% on a self-esteem inventory. The college group made fewer gains in self-esteem and self-confidence than the high school group (see Appendix H).

Outcome Measure 5. By the end of the implementation period, students will be able to list three alternatives to attending the community college and would also be able to list three future vocational choices which demonstrate more realistic views. Outcome 5 was achieved. For the fifth

outcome, all 20 students were able to list three alternatives to attending the community college and three vocational choices reflecting realistic views on a pretest post test measure showing an average increase of 30% on a pretest, post test measure (see Appendix J).

The overall feedback from both groups of students was very positive for both groups of students. It was overwhelmingly positive from the secondary school students and their parents.

Discussion

The specific outcomes which the writer planned to achieve were met through the implementation of the practicum proposal. The goal of this practicum was to increase the success of LD students who have transitioned into the community college. In developing this practicum, the writer gave a great deal consideration to the work of Evelo & Price (1991) who suggested that programs which would assist learning disabled students transition to post secondary education could increase the chances of college success. This goal was met through the development and implementation of a transition program which could be utilized either at the high school senior or entering college freshmen level for identified and potential LD college bound students. It provided LD students entering the community college with maximized support services to enhance their academic and social competencies. This type of program could be easily

utilized in a community college or in a senior high school which directs a large portion of graduating students into a local community college. In retrospect, this program did not lend itself well to large urban community colleges or four year institutions in which the majority of students come from outside of the community.

As Shaw et al. (1991) pointed out, there has been a lack of transitional programs which could help LD students to become self-sufficient, independent thinkers who could advocate for themselves and meet success in college. This transition program was designed to enhance the possibility of college success for LD students through a diagnostic and prescriptive process which identified the needs of LD students and then, provided both group instruction and individualized counselling for them. The battery of tests designed, assembled and utilized by the writer served to identify academic and personal needs of targeted students. The writer arbitrarily designed questionnaires and chose simple, quick, and easily scorable measures to achieve his diagnostic goals; however other more elaborate measures could be chosen as well, based on the needs of the population and institution. These measures were highly successful in both the diagnostic and prescriptive aspects of the interventions. Certainly, with considerations such as available computer technology, appropriate funding, and a sizable population of students, diagnostic instruments which

are computer generated, scored, and evaluated could be eventually used for measures of student learning style, study habits, personal style, and stress indicators, and also for making reasonable accommodations for those students based on these measures.

Since there has been so little emphasis placed on preparing LD students to function in a new environment with unfamiliar conventions and demands, the writer was able to provide a support services program for LD students at the college level. The transition outcomes chosen for this program were similar to those defined by Neubert, Tilson, & Ianacone (1989) who stated that transition outcomes needed to be viewed in terms of academic self sufficiency rather than in terms of one's ability to gain acceptance into a college. Keeping this in mind, both academic and social-personal competencies were addressed after those students transitioned into the college. In terms of academic competencies, the results of this program indicated a there was lack of training of even high functioning LD students about their disabilities and its influence on their cognitive and academic skills. For these students, it seemed sufficient to say that they had some problem with spelling, or writing, or reading, or math. Even though, as Simpson (1979) stated, college failure occurred among LD students because of weaknesses in reading comprehension and rate, written language, or mathematics; he also stated that

these problems were greatly exacerbated by poor study habits, poor organizational skills, and poor time management, in short by a lack of necessary survival skills. As was expected, the college students were unaware of the exact nature of their specific disabilities and unsure about strategies for compensating for those disabilities. They had basically no concept of their learning styles and were unaware of how learning style could improve the acquisition of information. Most of the college school students knew that they needed to improve their study skills, but, for the most part, they were unaware about what changes needed to be made and reluctant to make those changes once they knew. They did not know any of their rights under the law and had never heard of either ADA or Section 504. They had never practiced self-advocacy and had some initial resistance to trying to advocate for themselves. The college students in the writer's sample did have a knowledge of their stressors, and of how those stressors affected their school performance, but they did not know how to cope well with them. They appeared to have a number of academic frustrations and very few strategies for dealing with them. The college students as a group had lower self-esteem than the high school students; they did make the same average gain in self esteem. They also had more self-confidence than the high school group and made fewer gains than the secondary school group in that area. As was also expected,

the college students in the sample had unrealistic expectations about post college careers. They appeared to have a limited knowledge of the preparation necessary to obtain desired careers. They were more able to narrow their choices and choose possible careers more realistically at the end of the implementation period. They were also able to list three alternatives to attending college. This program was very successful in helping LD students who were new on the college campus gain independence and responsibility with academic program advisement, study skills, self-advocacy, and realistic self-knowledge.

In working with the community college group of students, though, this writer encountered one major problem which needs to be addressed at this point of the discussion. Although the problem existed in both the college and high school student groups, to some extent, it was much more noticeable in the college group. This problem appeared to be a tendency toward minimizing one's disabilities or a need to have no individualized or special attention from the college. This factor appeared to manifest itself both verbally and behaviorally. On a verbal level, about half of the students at first denied that they had any disability at all. They appeared to be ashamed and embarrassed about having a disability. It is a known fact that many LD students have tried to hide their learning disabilities hoping that no one will notice that they are different in

any way. Once accepted by a community college, some of these students thought that they would never have to deal with special programming again. This was probably due to the social stigma which has been attached to having a learning disability throughout their educational career. It was difficult to convince them that they could have their disability work in their favor rather than work against them. There was a behavioral manifestation of this attitude as well. Some of the college students were continually late for meetings, or missed meetings without giving notice saying that they had to work, do a paper, or simply forgot. These had to be rescheduled with great inconvenience for everyone. What appeared strange, though, was that all of these students reported that they benefitted from participation in the program and the results showed gains in all areas addressed. By way of comparison, the high school students came to all the meetings, were never disgruntled, and even complained when the writer was ill and missed one of the meetings. They seemed to manifest their resistance by playfulness during meetings. One high school student was in danger of not graduating, but he came to every meeting, nevertheless. High attendance at the meetings for high school students may have been the result of guaranteed time out from the regular school schedule.

This practicum supported Davie's (1990) notion that there was a need for developing programs which would prepare

LD senior high school students for entrance into a college. For the most part, the interest and focus of such transition programs has been the preparation of LD students for college while they are still in the secondary school (Aune & Johnson, 1992). This practicum focused on providing support at both the secondary school and community college levels.

In discussing this practicum, it is not possible to make broad generalizations from this writer's small sample. It is easy,though, to understand why more transition work has been done with LD students at the senior high school level. In the writer's sample, the secondary school students appeared to be more enthusiastic, interested and motivated to participate in a program which was not academic, not secondary school based, and which was designed to teach them how to survive in the community college. For the most part these students were also a little afraid of what might be expected of them in the college setting. At that point in their senior year, they were ready to listen, to work, and to find out what they needed to know about success in college. As a result they appeared to be more open to suggestion and able to profit from the experience. As was expected, the secondary school students were unaware of the exact nature of their disabilities and unsure how to compensate for those disabilities. They did not know how they could use their learning styles to improve the acquisition of information. Most of the secondary school

students knew that they needed to improve their study skills, but, for the most part, they were unaware of how to do that. They did not know their rights under the law and had never heard of either ADA or Section 504, and they did not know how to advocate for themselves. The secondary school students in the writer's sample did have a knowledge of stress, but they did not understand its impact on them academically. They appeared to have a number of academic frustrations and very few methods of coping with them. Although the secondary school students made some gain in their self-confidence and self-esteem, this group appeared to have relatively good self-esteem at the beginning of the experience. As was also expected, the secondary school students in the sample had very unrealistic expectations about post college careers. They all wanted "big money" careers in law, medicine, or business. They appeared to have no idea of the preparation necessary to obtain such a career. They did appear able to narrow their choices more realistically at the end of the implementation period and most of them were able to look at alternatives to college, although not enthusiastically.

This practicum supported the idea that an adequate transition at the secondary school level did required the teamwork of the student, the parent, the school counselor, the rehabilitation counselor, the school psychologist, the teacher, and the transition case manager to be effective

(Aune & Johnson, 1992). Further, this practicum adopted and utilized Brandt & Berry's (1991) idea that there was a need for a kind of collaborative effort to transition students and which could serve as a bridge with one support in senior high school and the other in the college. The results of this practicum served to demonstrate that transition from secondary school to college was a complex process which involved the secondary school, the student, and the institute of higher education. Because this transition program acted as a bridge a new emphasis was placed on preparing LD students for functioning in a new environment with unfamiliar demands by utilizing both secondary level post-secondary personnel to provide a program which could be followed-up at the college level. Since the program was free and voluntary, and was done by a community college faculty member, it was expected that there would be a receptiveness to it and so a positive outcome was initially expected. What was gratifying was the level of interest generated by the students and their parents. So much so that the parents of high school juniors were demanding that their children be placed in the program for the following year. What was unexpected was that there would have been an overwhelming positive response.

In evaluating this practicum, the writer believed that his transition program exceeded expectations and was very successful in increasing both academic and social

competencies for the participants. All of the students who participated benefitted from the experience in that they learned to understand and to deal more positively with their disabilities, they increased their compensatory strategies for dealing with those disabilities, they improved their study skills, and decreased their anxiety about succeeding in college. It also successfully served as model for establishing an effective bridge between the community college and the secondary school.

Recommendations

The writer had several recommendations to make about this practicum both in terms of making modifications to it and in terms of continuing it in his work setting. The following is a numerical list of recommendation which the writer believes should be considered:

1. The practicum should be modified so that more students could benefit from participating it at the college. This would mean opening it to students not only in the ASE program but those in the developmental education program and those LD students who are in the regular college programs. Basically a transition program such as this should be open to any student at the college who has been diagnosed with a disability, believes he or she has a disability, who is having difficulty adjusting to the community college, and who would like the opportunity to enhance his or her academic and social skills.

2. The program should also be modified to include participants from all of the senior high schools in the county. This could be done with the intention of adding the participation of one additional high school to the program each year. To accomplish this goal a collaborative effort will be needed between interested secondary school special education faculty and community college faculty who would be willing to do some community service and enhance the college success of LD students in the county.

3. Continued modifications should be made in the diagnostic process. This should be done yearly. It should take the form of updating the various assessment instruments as new, more comprehensive assessment tools and techniques become available. Close attention should be paid to establishing a computer terminal in the guidance office of both the high school and the college which could make these assessment instruments available to the entire school population on request.

4. The various components of the instructional component of the practicum should be updated regularly using the cooperative effort of both interested high school and college personnel. This is especially important with regard to the current legislation which protects the rights of academically and cognitively challenged students.

5. Parents should be made aware of the opportunity of having their LD adolescents take part in the program. This

should be done periodically during the high school programs of their children.

6. An expansion of the program should be considered and an orientation component be added for parents. This component should include helping parents to enhance their children's survival skills as these children enter the community college. At present, there is little contact between the community college and the parents of entering students.

7. A specific orientation program should be designed and established for students with disabilities. This program should be staffed by current college students who have a disability and who have benefitted from being in a survival skills program as well as any interested and concerned faculty members who have a disability.

8. Any college faculty member who is willing to be an instructor in the transition program should be trained to register incoming LD students, and should take on the responsibility of advising those students he or she has instructed.

Dissemination

The writer will make copies of the practicum report available to administrators and faculty members at the community college and county school district administrators support services personnel, and special educators who express interest in having it. This will be done through direct contact with the writer in writing. After final

approval of the report, a memo will be placed in the mailboxes of the administrators and faculty of the college and a letter will be sent to the special education office of the county school district announcing the availability of copies of the report. These copies will be disseminated either on paper or, preferably, on computer diskettes and furnished only on written request.

One copy of the practicum report will be given to the Vice President of Academic Affairs at the community college. He is interested in using this practicum as a starting point to develop ideas for a grant proposal to pilot a cooperative program between the college and the county schools for college bound disabled students.

A copy of the practicum report will be forwarded to the Superintendent of Public Instruction, the Coordinator of Special Education Services, and the Coordinator of Transition Services of the county school system..

The writer will contact the president of the National Association of School Psychologists and send him a copy of the report with a letter discussing the possibility of publishing an article based on the practicum in the School Psychology Review. The writer will also send a copy of the practicum report to the State Department of Education, Office of Higher Education and Office of Special Education Services with a cover letter explaining the practicum and a statement of his availability to conduct inservice training

in other community colleges and school districts in the state.

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APPENDIX A

QUESTIONNAIRE FOR STUDENTS

Social Security Number_____

This brief questionnaire will help the ASE program to assist you in succeeding at the college. The information gathered in this questionnaire will be totally confidential. Using your social security number helps insure confidentiality. Listed below are common school/academic problem areas which interfere with student/academic success. Use the scale to identify characteristics which have applied to you in the past or apply to you now. Some of the questions have more than one part, if even only one part applies to you, please answer the whole question.

4 = severe problem
3 = moderate problem
2 = mild problem
1 = not a problem

1. The Area of Listening. This area includes problems in understanding what is said, forgetting what one hears, and difficulty following directions.

   4 3 2 1

2. The Area of Verbal Expression. This area includes problems in verbalizing thoughts, speech problems, mispronouncing words, difficulty or delay in making a response.

   4 3 2 1

3. The Area of Reading. This area includes word-by-word oral reading without expression, many mistakes on small words, difficulty with sounding out words, and reversing words (was-saw).

   4 3 2 1

4. The Area of Writing. This area includes not being able to organize ideas into sentences, writing very slowly or too fast, having difficulty copying, and poor spelling.

   4 3 2 1

5. The Area of Math. This area includes problems with reasoning abstractly, difficulty with computational skills, difficulty with remembering math facts, difficulty with applying math processes, and problems with measurement.

   4 3 2 1

6. The Area of Perception. This area includes difficulty with focusing on an item, short attention span, difficulties with organizational skills.

4 3 2 1

7. The Area of Coordination. This area includes problems with handwriting, clumsiness, and fatigue.

4 3 2 1

8. The Performance Area. This refers to unequal performance--doing better in one subject than another.

4 3 2 1

9. The Area of Impulsivity. This refers to doing or saying things suddenly without thinking about it first.

4 3 2 1

10. The Area of Distractibility. This area includes difficulty with concentration, difficulty with staying on a task, and difficulty with interference from outside noises, music, or lights.

4 3 2 1

11. The Area of Hyperactivity. This includes difficulty with sitting still, finger tapping, leg shaking, gum chewing, and hair twirling.

4 3 2 1

12. The Sensory-Motor Area. This includes problems with vision, hearing, motor problems, neurological problems, or emotional problems.

4 3 2 1

Adapted from Western Maryland College (1991)

APPENDIX B

LEARNING STYLE PROFILE

SOCIAL SECURITY NUMBER_____

PART I

Using the scale listed below, circle the number which best applies to you.

1 = most of the time 2 = sometimes 3 = not often

1. I remember more about a subject by listening to a talk about it rather than by reading about it.

1 2 3

2. I follow written directions better than verbal ones.

1 2 3

3. I like to write things down or take notes for a visual review.

1 2 3

4. I bear down pretty hard on a pen or pencil when writing.

1 2 3

5. I need explanations of graphs, diagrams, and visual instructions.

1 2 3

6. I like to work with tools.

1 2 3

7. I am good at making charts and graphs.

1 2 3

8. I am good at matching pairs of sounds.

1 2 3

9. I remember things better if I write them down several times.

1 2 3

10. I can understand and use maps for directions.

1 2 3

11. I do better in courses when I listen to lectures and tapes.

1 2 3

12. I often play with keys or coins in my pocket.

1 2 3

13. I learn to spell better when I repeat the letters out loud rather than write the word out.

1 2 3

14. I understand the news better by reading it in the paper than by listening to it on the radio.

1 2 3

15. I like to chew gum, have snacks, or smoke when I study.

1 2 3

16. I believe that the best way to remember something is to picture it in my head.

1 2 3

17. I learn to spell better by finger spelling the word.

1 2 3

18. I would rather learn something by listening to a lecture on the subject than by reading about it in a textbook.

1 2 3

19. I enjoy working puzzles, brain teasers, and mazes.

1 2 3

20. I like to obtain information about something by reading different things about the subject.

1 2 3

21. I am comfortable touching, hugging, and handshaking.

22. I can follow oral directions better than written ones.

1 2 3

23. I like gripping and touching the objects which I am learning about.

1 2 3

24. I would rather listen to news on the radio than read about it in the newspaper.

1 2 3

Adapted from Barsch (1990).

PART II

Listed below are learning style characteristics. Use the scale to identify characteristics which apply to you.

4 = exactly like me
3 = a lot like me
2 = sometimes like me
1 = not at all like me

CR	_____	I hate structured situations and repetition.
AS	_____	I resist change.
AS	_____	I love a good debate.
CR	_____	Why? is my favorite question.
AR	_____	I work well in cooperative groups.
AS	_____	I would rather work alone.
AR	_____	I learn better with TV programs or films.
AS	_____	I learn better with books, periodicals, and reference material.
AS	_____	I learn better from lectures and discussions.
AS	_____	I live in a world of thoughts and ideas.
CR	_____	I will do anything to avoid being bored.
AS	_____	I would rather write a paper than solve a problem.
CS	_____	I enjoy solving "real" problems.
CR	_____	I use trial and error to solve problems.
CR	_____	I consider the impossible a challenge.
CS	_____	I do better when I clearly understand the expectations.
CR	_____	I like problems without obvious solutions.
CS	_____	I like set routines.
CS	_____	I like hands-on activities.]
CS	_____	I like exact directions.
CR	_____	I enjoy simulations.

AR _____ I have often been described as "too" social.

AR _____ I often use my heart instead of my head.

AR _____ I enjoy personal involvement in what I learn.

AR _____ I use fantasy and make believe to learn.

Adapted from Butler (1988).

APPENDIX C

STUDY SKILLS SURVEY

Social Security Number_____

This brief questionnaire will help the ASE program to assist you in succeeding at the college. The information gathered in this questionnaire will be totally confidential. Using your social security number helps insure confidentiality. Listed below are some study habits. Poor study habits can interfere with student/academic success. Use the scale to identify behaviors which apply to you now.

5 = always 4 = almost always 3 = sometimes
2 = not often 1 = never

Planning Time

1. Do you keep up to date with your assignments? _____

2. Do you have a study plan or schedule in which you set aside time every day for study? _____

3. Do you divide your study time among the various subjects to be studied? _____

Arranging the Environment

4. Is the space on your desk or table large enough? _____

5. Is the desk or table kept neat and free from distracting objects? _____

6. Do you study in a quiet place which is free from noisy distractions? _____

7. Do you study by yourself rather than with others? _____

8. When you sit down to study, do you have the equipment and materials that you need? _____

Remembering

9. Do you try to find a genuine interest in the subject you are studying? _____

10. Do you try to understand all the material that you should remember? _____

11. Do you try to summarize to yourself material that is to be remembered? _____

12. Do you spread out lengthy material over several study sessions? _____

13. Do you try to relate what you are learning in one subject to what you are learning in another? _____

Preparing for Exams

14. Before exams, do you review important facts and principles? _____

15. Do you combine notes from the text and notes from class into a master outline in preparing for a major test? _____

16. Do you make up example questions that you think will be on the exam and answer them? _____

17. In studying for exams, do you distribute your time over two or more sessions? _____

Previewing

18. Do you read over the table of contents and the various headings before you begin studying a book? _____

19. Before studying an assignment do you make use of illustrations, headings, and chapter summaries? _____

Reading

20. Do you try to get the meaning of important new words? _____

21. Do you look for the main ideas when you read? _____

22. Do you read without saying each word to yourself? _____

23. As you read an assignment, do you have in mind questions that you are actually trying to answer? _____

24. Aside from required texts, do you read other material for your coursework? _____

Note Taking while Reading

25. Do you highlight as you read? _____

26. Do you take notes on what you are reading? _____

27. Do you review your notes soon after taking them? _____

Listening and Taking Class Notes

28. During class, do you search for main ideas? _____

29. During class, do you take notes? _____

30. Do you revise your class notes soon after class? _____

Report Writing

31. Before writing a report, do you collect information by doing research in the library? _____

32. Before writing a report, do you make an outline? _____

33. In writing a report, do you clearly indicate the main idea in each paragraph? _____

34. Do you rewrite your first draft? _____

Taking Exams

35. Do you read exam directions and questions with care? _____

36. At the beginning of an exam, do you make plans to distribute your time among the questions? _____

37. Do you familiarize yourself with all the questions before you begin answering any of them. _____

38. Do you answer the questions that you are sure you know first? _____

39. In taking an essay exam, do you outline your answer before you start writing it? _____

40. At the end of the exam, do you proofread or check your answers? _____

Adapted from Western Maryland College (1990).

APPENDIX D

SOCIAL COMPETENCY CHECKLIST

Social Security Number_____

Listed below are some behaviors which can interfere with student learning. Use the scale below to identify those behaviors which apply to you.

5 = always 4 = most of the time 3 = sometimes
2 = not often 1 = never

___I resist change.
___I lose my temper.
___I bite my nails.
___I ignore people.
___I get stubborn.
___I get confused easily.
___I participate in class discussions.
___I rely on excuses.
___I am very eager to please others.
___I often complain.
___I am a poor loser.
___I am overly sensitive.
___I feel school work is to hard.
___I feel bored.
___I am pretty much a loner.
___I enjoy teasing others.
___I find myself bragging or boasting often.
___I seek the attention of others.
___I complete work.
___I find many school tasks boring.
___I am particularly concerned about quality work.
___I get discouraged easily.
___I think that success is luck.
___I have difficulty seeing alternatives.
___I get discouraged about my progress.
___I worry about the future.
___I give up easily.

APPENDIX E

LEARNING DISABILITY QUESTIONNAIRE

Social Security Number_____

This brief questionnaire will help the ASE program to assist you in understanding learning disability. Please answer the following questions briefly. The information gathered in this questionnaire will be totally confidential. The reason for using your social security number is to further insure confidentiality.

1. In your own words, can you describe the concept of a learning disability?

2. What is your specific learning disability?

4. What are your academic strengths and weaknesses?

Strengths	Weaknesses

5. List 5 strategies for dealing with your weaknesses?

1.

2.

3.

4.

5.

APPENDIX F

SELF-ADVOCACY QUESTIONNAIRE

Social Security Number_____

This brief questionnaire will help the ASE program to assist you in understanding your rights under the law. Please answer the following questions briefly. The information gathered in this questionnaire will be totally confidential. The reason for using your social security number is to further insure confidentiality.

1. Do people with learning disabilities have any special civil rights under federal law?

   (circle one) yes no not sure

2a. If you answered "yes" to question #1 then what do you think those rights include?

2b. If you answered "no" or "not sure" to question #1 then what would you like to have as some special civil rights?

3. What could the college do to help insure your success in the program?

4. How could you go about getting the college to do what you need to help insure your success in the program?

APPENDIX G

ACADEMIC STRESS SURVEY

Social Security Number_____

Part I

This brief questionnaire will help the ASE program to assist you in understanding your stress in school. Please answer the following questions briefly. The information gathered in this questionnaire will be totally confidential. The reason for using your social security number is to further insure confidentiality.

1. In your own words, what is stress?

2. List five symptoms of stress.

   1.

   2.

   3.

   4.

   5.

3. List three strategies to cope with stress

   1.

   2.

   3.

PART II

Listed below are some things which can be the source of stress for students. Use the scale below to identify those things which are stressors for you.

5 = always 4 = a lot of the time 3 = sometimes
2 = not often 1 = never

1.	asking questions in class	5	4	3	2	1
2.	classroom discussions	5	4	3	2	1
3.	oral expression	5	4	3	2	1
4.	recalling specific material	5	4	3	2	1
5.	remembering general concepts	5	4	3	2	1
6.	reading content material	5	4	3	2	1
7.	writing	5	4	3	2	1
8.	outlining	5	4	3	2	1
9.	categorizing	5	4	3	2	1
10.	mathematics	5	4	3	2	1
11.	understanding content vocabulary	5	4	3	2	1
12.	transferring information or skills	5	4	3	2	1
13.	following directions	5	4	3	2	1
14.	independent research	5	4	3	2	1
15.	learning from demonstrations	5	4	3	2	1
16.	learning from oral presentations	5	4	3	2	1
17.	learning from videos or movies	5	4	3	2	1
18.	seeing relationships	5	4	3	2	1
19.	working in groups	5	4	3	2	1

APPENDIX H

SELF-ESTEEM INVENTORY

Social Security Number_____

Using the key below, please circle the one which best describes you.

5 = almost always
4 = more than half the time
3 = half the time
2 = less than half the time
1 = almost never

1. I enjoy doing things alone without the praise or encouragement of other people.

5 4 3 2 1

2. I like doing my own thinking and making my own decisions.

5 4 3 2 1

3. I feel free to express my real feelings.

5 4 3 2 1

4. I am able to admit mistakes and defeats without feeling inferior.

5 4 3 2 1

5. I can take a deference of opinion without feeling put down.

5 4 3 2 1

6. I can accept a compliment with a simple thank you without feeling embarrassed or feeling like I have to return it.

5 4 3 2 1

7. I can laugh at myself occasionally without feeling stupid.

5 4 3 2 1

8. I feel free to express my opinions and beliefs even if they differ from my parents, friends, or others.

5 4 3 2 1

9. I can be alone without feeling lonely or isolated from

others.

5 4 2 1

10. I can let others be right or wrong without correcting them.

5 4 3 2 1

11. I can appreciate someone else's achievements almost as well as I can appreciate my own.

5 4 3 2 1

12. I always try to please others.

5 4 3 2 1

13. I welcome new challenges with confidence.

5 4 3 2 1

14. I take responsibility for my own actions without blaming other people.

5 4 3 2 1

15. I make friends naturally and easily.

5 4 3 2 1

16. I generally trust other people.

5 4 3 2 1

17. I expect things to turn out my way.

5 4 3 2 1

18. I can talk about myself easily and naturally.

5 4 3 2 1

19. I can tell a story about myself without bragging.

5 4 3 2 1

20. I get a great deal of happiness out of my life.

5 4 3 2 1

APPENDIX K

ALTERNATIVE CHCICES QUESTIONNAIRE

Social Security Number_____

This brief questionnaire will help the ASE program to assist you in making some career choices for yourself. Please answer the following questions briefly. The information gathered in this questionnaire will be totally confidential. The reason for using your social security number is to further insure confidentiality.

1. State your major reason for attending the community college.

2. Give one other reason for attending the community college.

3. List three career options you are considering at the completion of your college education.

   1.

   2.

   3.

4. List three alternatives to attending this college

   1.

   2.

   3.

APPENDIX K

STUDENT PROFILE FORMAT

Michael R. Barretti, NCSP
Certified School Psychologist
4500 Gross Mill Road Hampstead
Hampstead, Maryland 21074
410-239-3108

Learning Disability Transition Evaluation

Date's Evaluate _____

Examiner Michael R. Barretti, NCSP

Name_____1

Address_____School_____

Reason for Referral

This evaluation was requested by xxxxxx and his/her parents to determine his/her current level of cognitive functioning, his/her type of disability, learning style, academic strengths and weaknesses, study skills, and his/her needs in terms of reasonable accommodations.

Sources of Data

Review of High School Records
Observations
Student Interview

Informal Tests:
- Learning Styles Inventory
- Learning Problems Checklist
- Academic Frustration Questionnaire
- Self Esteem Survey

Background Information

xxxxxx has currently completed his/her high school education at xxxxxxx High School and is now ready to begin his/her college career. He/She has taken part in a cooperative transition program between Westminster High School and Carroll Community College which was aimed at teaching learning disabled students skills necessary to succeed in a college environment. xxxxxxx is interested in pursuing a college degree which will prepare him/her for a career in xxxx.

Behavioral Observations

xxxx is an apparently healthy, xx year old, Caucasian/ African American/Hispanic/Asian American. Asian fe/male of above/below average height and above/below average weight. He/She came to the sessions neatly dressed in casual clothes and well groomed. He/She had no observable physical scars or defects.

xxxxx entered the program easily, and rapport was quick to develop. He/She was polite, friendly, and cooperative throughout the sessions. xxxxx was/not very verbal and did/not frequently engage in conversation; however, he/she asked appropriate questions, seemed un/motivated and dis/interested in the program, and did/not do all that was asked of him/her. xxxxx demonstrated in/consistent attention to tasks, and his/her self control, demeanor, and responses were judged to be in/appropriate. He/She have any difficulty following directions and appeared to be very un/motivated to succeed on the various tasks at hand. Justin's approach to the tasks was consistent. He/She worked slowly and meticulously/ rapidly and impulsively on most/many/some of the tasks.

During the interview process, xxxxxx reported that he/she had academic difficulties in the following areas:

1. He/she reported a mild problems with xxxxxxx
2. He also reported that he had a moderate problem in xxxxxx
3. xxxx reported a more severe problem in the areas of

Data Interpretation

Intelligence: On the last administration of the WISC-III/WAIS-R, xxxxx obtained a Verbal IQ score in the xxxxxx range of ability, a Performance IQ score in the xxxxxxx range of ability, and a Full Scale IQ score in the xxxxxxx range of ability. His/Her profile of intra-test scatter contained a noticeable discrepancy between verbal and non-verbal functioning which is often suggestive of a learning disability. The 17 point discrepancy between verbal and non-verbal scores was statistically significant, suggesting deficits in some areas of language/perceptual-motor functioning.

The verbal IQ provides an indication of verbal comprehension which includes the ability to reason with words, to learn verbal material, and to process verbal information. Compared to xxxxxx, average scores, xxxx has strengths in the areas of xxxxxxxxx and weaknesses in the areas of xxxxxxxxx./No pattern of strengths or weaknesses were found.

The performance IQ contributes an understanding of perceptual organization, which includes nonverbal reasoning, the ability to employ visual images in thinking, and the ability to process visual material efficiently. Compared to xxxxxx, average scores, xxxx has strengths in the areas of xxxxxxxxx and weaknesses in the areas of xxxxxxxxx./No pattern of strengths or weaknesses were found.

Learning Style: In terms of learning preference, xxxxxx strongest preference is for the auditory/ visual/ tactile sensory channel. Individuals with an xxxxx preference like learning best when they can xxxx. They prefer this activity over xxxxxx. Problems can arise in this area, though, because xxxxx reports attentional difficulties. If the material is not stimulating for him/her he/she may not be able to use xxxxxx channel to its full potential. xxxxx also shows some strengths in the xxxxx channel, If he/she is unable to benefit from xxxxxx learning he/she may be able to enlist the xxxx channel to compensate.

xxxxxxx learning style is abstract sequential/abstract random/concrete sequential/concrete random. This means xxxxxxxx He/she prefers xxxxxxxxx. xxxxxxx learns best in will learn best he/she receives information about xxxxxxx.

Learning Preferences: xxxxxxxx shows a strong/mild preference for working alone/with others and doing things cooperatively/independently. He/She shows a strong/mild preference for

Study Skills: Justin's study skills are quite adequate,/ average,/poor overall. He/She is un/organized with his study time and does/not schedule daily study activities, he/she is un/able to take notes, ask questions in class, and prepare for exams. There are several areas that need to be improved. xxxxx needs

At this point, it seems important to discuss xxxxxx motivation. xxxxxx appears to be

In terms of academic frustration, xxxxxxxx appears

xxxxxxxx's self-confidence and self-esteem are

Recommendations

Instructional Style:

xxxxxx's major concerns which should be addressed, they include:

--xxxxxxxxxxxxxx,

--xxxxxxxxxxxxxxxxxxxxxxxxx,

xxxxxx has the following needs which should be addressed:

--xxxxxxxxxxxxxxxxxxxx

--to learn adequately, xxxxxx should

Study Skills:

Study Conditions:
--xxxxxxxxxxxxxxxxxxxx

Study habits and Attitudes:
--xxxxxxxxxxxxxxxxxxxxx

Note Taking:
--xxxxxxxxxxxxxxxxxxxxx

Preparing for Exams:
--xxxxxxxxxxxxxxxxxxxxxx

Instructional Support:
--xxxxxxxxxxxxxxxxxxxxxx

Verbal/Written Expression:

Reading:

Math;

Social Skills:

Necessary Modifications:

Michael Barretti, NCSP
School Psychologist